The Implementation of Project-Based Learning in Lesson Plan by English Teachers of Senior High Schools in Lembah Gumanti

Annisa Elmida Rizma[1], Yetti Zainil[2]
Universitas Negeri Padang, Padang, Indonesia.
Email: annisaelmida@gmail.com

Article History	Abstract
The purpose of this research is to find out whether teachers are able to write teaching modules based on stages Project- Based Learning. The type of research used in this research was a descriptive. The informants of this research were the English Teachers from 3 senior high schools in Lembah Gumanti. The participants of were 8 English Teachers'. The instruments of this research were a documents analysis and an interview. Based on the documents analysis, can be concluded that of eight informants only the six teachers who have a teaching module, and only three are using a Project-Based Learning module. The result showed that the analysis the teaching module wrote by English teachers found that the teachers have been able to write teaching modules based on Project-Based Learning stages. The stages are written and explained in detail, starting with asking questions, guiding students to design projects, scheduling project completion, monitoring student activity and completion of projects, assessing student projects, and evaluating experiences. The teacher's difficulty in writing a teaching module is to divide every element that exists in the teaching module. In the previous curriculum, there were no elements in the lesson plan, and in the Merdeka Curriculum, each element has already emerged, so it is difficult for the teacher to write it. The teacher says that teaching module is more specific than lessons and does not have the core competence and basic competence of the lesson plan.

INTRODUCTION

The government has launched in February 2022 by the Ministry of Education, Culture, Research, and Technology. begun implementing the Merdeka curriculum in schools. The curriculum was first This curriculum gives the school the flexibility to implement it. School teachers are also given intensive training in the use of new and effective learning models. The Merdeka curriculum will be implemented gradually, starting with the 2022–2023 academic year, and will be applied as a national curriculum.

According to Indrawati et al. (2020), Merdeka curriculum is a curriculum with varied intra-curricular learning in which content will be more optimized so that

students have enough time to deepen concepts and strengthen competences. Nasir (2020) mentioned that a Merdeka curriculum refers to the development of core competencies and generic skills as well as strengthening character education through active and collaborative learning.

The implementation of this new curriculum requires teachers to adjust to the new policy anyway. The teaching module is a new policy of the Merdeka curriculum. In the previous curriculum, the name of the material was lesson plans *(RPP)*. Different from the teaching modules in the Merdeka curriculum that are written according to the needs of students. The writing of the teaching module must not be wrong, and the origin of this document is designed to guide the teacher in the implementation of learning according to the learning objectives.

According to Tjiptiany (2022), teaching module are systematically structured and interesting teaching materials that contain content, learning stages, methods, and evaluations that can be used independently. The teaching module functions as a self-contained curriculum entity that supplants the learning plan. It encompasses the learning material, learning methods, interpretations, and evaluation methodologies, all of which are organized in a methodical and impressive manner to meet the desired signs of success.

A learning model that uses projects as the core of learning is Project- Based Learning. Project- Based Learning is considered important for student character development as it gives students the opportunity to learn through experience. Project-Based Learning focuses on the concepts and principles of the main of discipline, involving students in problem-solving activities and other meaningful tasks, giving learners opportunities to work autonomously and reconstruct to learn on their own, and producing learners work value and realistic According to Kemdikbud (2020), the project consists of: starting with the essential questions; designing a plan for the project; creating a schedule; monitoring the students and the progress of the project; assessing the outcome; and evaluating the experience. Each teacher will create a teaching module as material for achieving learning access. The curriculum includes several components, one of which is learning activities. The study focuses on writing the learning stages of Project- Based Learning into teaching modules written by teachers.

METHOD

The type of research used in this research was a descriptive. A descriptive way to get a deep understanding. Creswell (2009) says that the goal of the descriptive method is to find out details about people, places, or events in a setting. The outcome of this study used in written form. The informants of this research were the English Teachers from 3 senior high schools in Lembah Gumanti. The participants of were 8 English Teachers'. The instruments of this research were a documents analysis and an interview.

RESULT AND DISCUSSION
Finding 1
Table 4.1 Analysis Teaching Module

Name of informants	Stages of Project-Based Learning					
	Questioning	Designing	Scheduling	Monitoring	Assessing	Evaluating
1st informant	X	X	X	X	X	X
2nd informant	X	X	X	X	X	X
3rd informant	X	X	X	X	X	X
4th informant	√	√	√	√	√	√
5th informant	√	√	√	√	√	√
6th informant	√	√	√	√	√	√
7th informant	X	X	X	X	X	X
8th informant	X	X	X	X	X	X

Based on the analysis above, it can be seen that of eight Informant only the six teachers who have a teaching module, and only three are using a Project-Based Learning module. From the results of the analysis can be concluded, that three teachers have organized the stages in teaching modules that are written in a sequence. It can be seen that the teacher writes the entire stages of learning Project- Based Learning from beginning to end. First, the teacher wrote the questioning phase by displaying a video and then gives a video-related question using the already written query question. Second, at the design stage, the teacher writes a project plan that is grouped to define the project and tasks of each student. Thirdly, in scheduling, the teacher guides the student to schedule the completion of the project. Fourthly, monitoring, teacher monitors the activity of the student during the project implementation, monitors the realization of developments and guide in case of difficulties. Fifth, in assessing, teachers ask students to present their respective projects and teachers to evaluate students' project outcomes and last, evaluating, the teacher evaluates students' projects and experiences from the learning that has been carried out.

Finding 2

Based on the results of interviews with teachers, informants obtained information that teachers presented their opinions about teaching modules. Any teacher can explain the teaching module. Then, the difficulty a teacher encounters when writing a teaching module is to divide every element that exists on the teaching module. The teacher said that in the previous curriculum there was no element in the lesson, and in the Merdeka curriculum every element had already emerged, so the teacher felt it was difficult to write it. The teacher said that teaching is more specific than lessons and does not have

the core competence and basic competence of the lesson plan. After that, what changes in the Merdeka curriculum are based on the teacher's module in the senior high school. According to the teacher, the teaching module on the Merdeka curriculum has an element written according to the student's needs, no core competence, and basic and more specific competence. Finally, students are given the freedom to choose materials according to their' needs and learning according to their respective learning styles.

Discussion

Based on the above analysis data, it can be concluded some points. Result from the first research question: The analysis of the teaching module designed based on the Merdeka curriculum by English teachers. The result of the document analysis, can be concluded that six teaching modules were obtained from English language teachers' Senior High School as the first population school had four teachers and only one teacher had a teaching module Project- Based Learning. Vocational school as the second school population has two teachers who use teaching module Project- Based Learning and Madrasah Aliyah as the third population school has one English teacher who did not have the teaching module Project Based -Learning. It can be seen that of the six teachers who have teaching modules, only three teachers have Project-Based Learning modules. It can be seen three English teachers who do not use a Project-Based Learning model must not write stages of Project-Based Learning in a learning sequence in a teaching module. However, those three teachers wrote the entire Project-Based-Learning stages. Starting from the first stage, the three teachers wrote the question phase by displaying the appropriate video as the learning media and then giving the questions related to the video using the questions already written on the teaching module. Second, in the design phase, the teacher wrote a project plan that is grouped to compile the project development plan and tasks of each student. Third, the schedule, the teacher guided the student to plan the completion of the project. Fourth, monitoring, teacher monitors the student's activity during the implementation of a project, monitoring the realization of progress and guiding in the case of difficulties. Fifth, in assessment, teachers ask students to present their respective projects and teachers to assess the students' project outcomes. Finally, evaluate, teacher evaluates the project and student experience of the learning that has been done.

This is supported by Kemdikbud (2020), to start with the essential questions (questions that can give assignments to students in carrying out an activity), design a plan for the project (planning is carried out collaboratively between teachers and students), create a schedule (teachers and students collaboratively arrange a schedule of activities in completing the project), monitor the students and the progress of the project, assess the outcome (assessment is carried out to assist teachers in measuring standard achievement), and evaluate the experience (at the end of the learning process, teachers and students reflect on the activities and results of projects that have been carried out). In agreement with earlier research by Maulida (2022) with the title "Development of Independent Curriculum-Based Teaching Modules". The results of this study show that after setting criteria, teachers can create teaching modules according to existing components that can be adapted to the conditions and needs of students, teachers, and schools.

The second research question: The teacher's problem in designing teaching module on Merdeka curriculum? From the explanation of the analysis of the data interview

above it can be concluded that there are three teachers who have teaching module Project- Based Learning. A teaching module is a set of teaching materials that are systematically organized by teachers and contain learning activities, learning materials and other materials for learning goals. The difficulty of teachers writing teaching modules with elements that previously did not exist in the previous curriculum and determining the appropriate material to be easily understood by the students. According to the informants, the difference between the teaching modules and the lesson plan lies in the competence that does not exist on the teachable module and the more specific teachable modules compared to the lesson plans. Furthermore, students learn according to the needs of interests, students create projects and learn of each student's interests. This finding supports the theory by Wahyuni (2023), the titled "Lesson Plan Design Based on The Kurikulum Merdeka by English Teachers at UNP Laboratory Junior High School". Besides that, the teachers who do not have teaching module project-based learning are teachers who teach materials about texts and sentences that make it difficult for teachers to create projects, so they choose to use other learning models. Finally, teachers also confessed confusion using the project-based learning model of English lessons. Another research was done by Antasari (2018), with the title "An Analysis of Lesson Plans for Learning English in Senior High School". The results showed that there were 7 problems that were found when they compiled the lesson plans for learning English, including those that occurred in the aspects of learning objectives, learning activities, and learning.

CONCLUSION

The conclusion is intended to answer the research problems or purposes. It helps the readers understand why your research should matter to them after they have finished reading the paper. It is not just a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

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